

**Faculty of Liberal Arts and Professional Studies
York University**

Degree-Level Expectations for Programs

Program:	CHILDREN, CHILDHOOD & YOUTH PROGRAM
Degree Type:	BA
Degree(s):	Honours (120 credits); Honours Double Major (120 credits); Honours Double Major Interdisciplinary (120 credits); Honours Major/Minor (120 credits); Honours Minor (120 credits); Specialized Honours (120 credits); International BA (120 credits)
Department/School:	Department of Humanities
Submission Date:	May 15, 2017

Instructions:

On page 1, please complete the information regarding:
the name of the program (e.g. Criminology; Public Administration; Sociology; etc.);
the degree type of the program (e.g. BA; BDEM; BAS; BHRM; BPA; BSW; etc.);
the degree options offered through the program (e.g. *Specialized Honours (120 credits); Honours (120 credits); Bachelor (90 credits); etc.*); and the name of the Department/School that offers the program.

For each of the six (6) University Undergraduate Degree Level Expectations (UUDLEs) listed in the chart below, please:

- define the relevant degree-level expectations (i.e. describe what is demonstrated by students who are awarded the degree);
- describe the relevant program learning objectives/student learning outcomes for each degree-level expectation (i.e., what students should know and/or be able to do by the end of the program); and
- align the relevant courses and assessment methods/activities with the program learning objectives/student learning outcomes. *Note: when a program has a long list of electives, the Unit may include the details on the specific requirement (i.e. students have to choose X courses from the list of Y electives) in the chart below and append the full list of applicable elective courses at the end of this document.*

For each program offered by the Department/School, please submit (via email) one completed *Degree-Level Expectations for Programs* document.

Email address for submissions: apccps@yorku.ca

Submission deadline: **July 31, 2012 / Extended to September 4, 2012**

	<p align="center">a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i></p>	<p align="center">b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i></p>	<p align="center">c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i></p>
<p>1. Depth and Breadth of Knowledge</p>	<p>1) a developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in Childhood & Youth Studies;</p> <p>2) a developed understanding of many of the major fields that have contributed to the discipline of Childhood & Youth Studies, including an interdisciplinary perspective, and how Childhood & Youth Studies may intersect with fields in related disciplines;</p> <p>3) a developed ability to:</p> <ul style="list-style-type: none"> • gather, review, evaluate and interpret information; and • compare the merits of alternate hypotheses or creative options relevant to Childhood & Youth Studies. • understand and conduct research in Childhood & Youth Studies <p>4) a developed, detailed knowledge of and experience in research in Childhood & Youth Studies;</p> <p>5) critical thinking and analytical skills inside and outside the discipline;</p> <p>6) the ability to apply learning from one or more areas outside the discipline.</p>	<p>1) understand and explain the key concepts, methodologies, theoretical approaches, and technologies that comprise the interdisciplinary, rights-based, and child- and youth-centered field of the Children, Childhood & Youth Program;</p> <p>2) gather, review, evaluate, and interpret information relevant to the various aspects of the field, including both representations of all kinds of children and youth as well as the lived experiences of children and youth;</p> <p>3) apply transferable critical reading, writing, thinking and research skills to graduate studies and a range of careers.</p>	<p>In each of four full core courses (three for minors), AP/CCY 1100 6.0A, AP/CCY 2100 6.0, AP/CCY 3100 6.0, AP/CCY 4100 6.0 or AP/CCY 4147 6.0 (1100, 2100, and one of 4140, 4100, 4145, or 4147 for minors), students in the Children, Childhood & Youth Program may:</p> <ul style="list-style-type: none"> • study children, childhood, and youth within the context of recent research in the field • study the concept of “childhood” from various disciplinary perspectives (historical, sociological, psychological, philosophical, religious, international development, etc.), comparing the insights and limitations of disciplinary perspectives of children and youth • analyze representations of children and youth in children’s and adult literature, film, photography, art, music, performing arts, folklore, advertising, educational materials, digital culture, material culture, and popular culture • study the rights of children and violations of those rights in the context of the United Nations Convention on the Rights of the Child (UNCRC) and other national, regional, and international documents such as the ACRWC (African Charter on the Rights and Welfare of the Child) • study contrasting understandings of children, childhood and youth in the majority and minority worlds (global South and global North) • develop students’ skills through course-based and community-focused EE (Experiential Education) and TEL (Technology Enhanced Learning) opportunities, such as community engagement activities, field trips, fieldwork, guest speakers, workshops, etc. <p>In additional approved courses in the Children, Childhood & Youth Program, majors and minors will complement their core, interdisciplinary courses in a diverse array of topics related to children and young people.</p>

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<p>2. Knowledge of Methodologies</p>	<p>This degree is awarded to students who have demonstrated an understanding of methods of enquiry or creative activity, or both, in Childhood & Youth Studies that enables the student to:</p> <ul style="list-style-type: none"> • evaluate the appropriateness of different approaches to solving problems, using well established ideas and techniques; • devise and sustain arguments or solve problems using these methods; and • describe and comment upon aspects of current research or equivalent advanced scholarship. 	<ol style="list-style-type: none"> 1) understand and identify appropriate research methodologies for working with children and young people; 2) demonstrate an application of appropriate research methods for working with children and young people through an independent research project (CCY 3100 & 4100); 3) critically evaluate ethical frameworks for conducting research with children and young people; 4) understand the theories that underpin the interdisciplinary field of Childhood & Youth Studies, including both qualitative and quantitative approaches. 	<p>Students in the Children, Childhood & Youth Program examine the multiple methodologies that frame the study of children and young people from the first-year core course through to their final honours research project. In the core courses in Years 1 & 2 students learn the history of the field, the diverse approaches that scholars have taken and continue to take in their research, and undertake analysis of research conducted by scholars in the field. Students in the first two years further their knowledge of methodologies by reading and analyzing case studies and disciplinary summaries, conducting auto-ethnographies, engaging with cultural artefacts produced by and for young people, and engaging with guest lecturers and in workshops. In Year 3, students learn a range of methodologies for conducting research with children and young people through in-class and community-based settings. They are trained to use multiple methods and tools including: semi-structured interviews, participant-observation, focus groups, mapping, drawing, photo and video, play-based methods, amongst others. In Year 4, students apply methodological knowledge by creating and undertaking an independent honours level community-based research project with children and young people. The first stage of this independent research includes training in ethical human subject protocols. Before research commences, students must apply and be approved by the Humanities Research Ethics Board. The second stage includes community-based research where students recruit research subjects, gain informed consent, and obtain research data through ongoing application of research methodologies. The final stage is analysis of data collected and formal presentations, both academic and community-based. At the conclusion of the program's capstone course, Children, Childhood & Youth students are well equipped with in-depth methodological knowledge of the field.</p>

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<p>3. Application of Knowledge</p>	<p>This degree is awarded to students who have demonstrated:</p> <p>1) the ability to review, present and critically evaluate qualitative and quantitative information to:</p> <ul style="list-style-type: none"> • develop lines of argument; • make sound judgments in accordance with the major theories, concepts and methods of Childhood & Youth Studies; • apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; • where appropriate, use this knowledge in the creative process. <p>2) the ability to use a range of established techniques to:</p> <ul style="list-style-type: none"> • initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information; • propose solutions; • frame appropriate questions for the purpose of solving a problem; • solve a problem or create a new work; • conduct research with children and young people; <p>3) the ability to make critical use of scholarly reviews and primary sources.</p>	<p>1) review, present, and critically evaluate qualitative and quantitative information for the purposes of</p> <ul style="list-style-type: none"> • understanding the lives of young people; • debating current child- and youth-centered issues; • analyzing representations of children, childhood, and young people and their implications for actual children’s lives; • considering the perspectives of young people on issues relating to their lived experiences. <p>2) understand, internalize, and think critically about key issues in the field of Childhood & Youth Studies;</p> <p>3) make critical use of scholarly reviews, evaluations of current and past practices, and primary sources;</p> <p>4) apply theoretical learnings in activism, advocacy, and interactions with children and young people;</p> <p>5) undertake community-based research with children and young people.</p>	<p>In their four core courses, one at each level of study, students in the Children, Childhood & Youth Program may:</p> <p>1) develop their skills through course-based and community-focused EE (Experiential Education) and TEL (Technology Enhanced Learning) opportunities, such as community engagement activities, field trips, fieldwork, guest speakers, workshops etc.;</p> <p>2) conduct research with children and young people;</p> <p>3) share responses to primary and secondary texts through face-to-face discussion, online discussion, and written responses;</p> <p>4) analyze representations of children and young people in literature, film, television, advertising, photography, popular culture, digital culture, etc.;</p> <p>5) develop appropriate research skills, learning to use both primary and secondary sources, in print and online, and to evaluate such sources critically.</p>

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<p>4. Communication Skills</p>	<p>This degree is awarded to students who have demonstrated the ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.</p>	<p>1) communicate information, arguments, and analyses accurately and effectively</p> <ul style="list-style-type: none"> • orally and in writing; • at an advanced level; • to a range of audiences; • academic and non-academic; • child and adult; • public and private (government and non-government). <p>2) work with people of different cultures and belief systems.</p>	<p>All core courses in the Children, Childhood & Youth Program will provide students with a variety of experiences in communication:</p> <ul style="list-style-type: none"> a) first- and second-year tutorials include brief seminar presentations by students; b) emphasis on seminar participation, and oral and group presentations, also teach students to communicate information and analyses with precision and awareness of formats and audiences, and to work in teams; c) third- and fourth-year seminars feature extended presentations by students, individually, in pairs, and in groups, often including multimedia presentation (photos, art, film, animation, music, video) and academic poster presentations; d) writing, including fieldwork reports, ethnographies, reader responses, critical essays, and creative writing.

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<p>5. Awareness of Limits of Knowledge</p>	<p>This degree is awarded to students who have demonstrated an understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.</p>	<ol style="list-style-type: none"> 1) the limits to adults' knowledge of children and youth; 2) the limits to the abilities of adults to work effectively in "the best interests of" children and young people; 3) the limits of adults', children's, and young people's understanding of "the best interests of" children and young people; 4) both the affordances and limits of children's rights discourses, the United Nations Convention on the Rights of the Child, and governmental and NGO policies about children and youth; 5) the limits of research methodologies about children and young people; 6) the ways in which different cultures and discourses interpret the world and a respect for the uniqueness of each; 7) the ways that they draw upon multiple perspectives to achieve depth of knowledge and awareness of both historical and contemporary issues; 8) the application of thoughtful self-reflection to advance a practice of continual learning. 	<ol style="list-style-type: none"> 1) In all four core courses, students are exposed to diverse perspectives that encourage them to question and problematize the concept of "the universal child," attending instead to the diversity of child and youth experiences and the intersectionality of multiple axes of difference; 2) seminar discussions, oral presentations, and weekly journals allow students to reflect on problems and questions related to particular areas and themes, and to articulate the limitations of their knowledge and of knowledge in general; 3) research assignments and essays require in-depth comparative analysis of various (often competing) perspectives and encourage the achievement of thoughtful, balanced argumentation while also articulating the limitations of their knowledge and of the methodologies of researching children and young people.

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<p>6. Autonomy and Professional Capacity</p>	<p>This degree is awarded to students who have demonstrated:</p> <ol style="list-style-type: none"> 1) qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: <ul style="list-style-type: none"> • the exercise of initiative, personal responsibility and accountability in both personal and group contexts; • working effectively with others; • decision-making in complex contexts; 2) the ability to manage their own learning in changing circumstances, both within and outside the discipline, and to select an appropriate program of further study; and 3) behaviour consistent with academic integrity and social responsibility. 	<ol style="list-style-type: none"> 1) behaviour consistent with academic integrity, social responsibility, and the highest ethical standards as are demanded when working in the field of Childhood & Youth Studies; 2) the ability to engage academic and non-academic audiences on a wide range of practical and theoretical issues relating to children and young people with confidence; 3) a strong conception of their own authority by formulating dialogical interconnections among diverse discourses, disciplines, cultures, and thinkers, rather than privileging the authority of one over that of others; 4) the ability to produce original research and prepare original work within an academic and non-academic setting; 5) apply transferable reading, writing, critical thinking, analytical, and team-building skills in both personal and professional contexts. 	<ol style="list-style-type: none"> 1) All courses in the Children, Childhood & Youth Program equip students through a range of assignments (close readings, essays, research proposals, annotated bibliographies, research projects, oral and group presentations) with the transferable critical reading, writing, thinking, research and team-building skills that are foundational to a humanities education. 2) Highly equipped with the soft skills—such as communication and relationship building—that employers value, students are uniquely prepared for employment and training in a range of public sector careers or for work within government and not-for-profit agencies. 3) Through course-based and community-focused EE learning opportunities, students are exposed to people who work with children and youth in <ul style="list-style-type: none"> • education • government • NGOs (non-governmental organizations) • law • the arts • the environment • advocacy • counselling • social work • cultural workers • academic scholarship and research